

ADMIRAL TURNER'S SPEECH FILES

16-17 APRIL 1974

RETREAT ADDRESS by STANSFIELD TURNER

NAVY review(s) completed.

all in front

Evaluation

Students - professors
" - forms

Books

Has issued
URI ?

No apology

Wai Laming

Summer program for faculty

Faculty enrichment

HRM program

RETREAT

<u>ITEMS</u>	<u>TABS</u>
Schedule	A
Participants	B
Col. Keeley's Memo	C
LCDR Matais's Letter	D
Topics	E
Proposed Conference Program for AY 1974-75	F
Faculty Salary History	G
NAVWARCOL INST on Academic Grading	H
CDR Malcolm D. Jackson, Royal Australian Navy Term Paper	I

- Objectives of NCC courses are not clear to Jackson. In particular the contribution to U.S. The purpose should include allowing them (NCC students) to know thinking of U.S. students. Your scheme puts each NCC in touch with ~35 U.S. stud.
- Handle data poorly, i.e., poor logic.
 - 16 years course same i.e. Good
 - Unstated goals = stated goals
 - Faculty poorer now than before
 - Loss due to security
 - etc
- Reading load in JKTOT too great - on the average. probably good point for all three courses
- Not enough seminar type. probably good point. Maybe let them have extra NCC seminars for all 3 - S.M. & T.
- Examination - should be clarified
 - yes/no
 - Graded - yes/no.
 - Feedback / by whom / how
 - Same test as U.S.
 - Mini U.S. test
 - More time / same time
 - Oral test? also
- Raise question - should NCC students have BS/BA or equiv as prerequisite to coming to NWC?

- Σ ∴ Make clear to NCC students at beginning purpose of school
- Provide for additional "time in seminars" - their own. TOTAL STUDENTS MET
35 U.S. + 30 NCC
 - Question if exams have desired pay-off here if needed - ORPL?
 - Could entrance reqts be made higher or more rigidly enforced?
 - Turnover for Release 2003/04/18 : CIA-RDP80B01554R003600200001-4
Have some of the guests, from S.M. & T. meet separately with them.

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- Handled better poorly i.e., poor logic.
 - 16 years course same as Good
 - Unstated goals = stated goals
 - Faculty poorer now than before
 - Low due to security etc
- Reading load in JRAA too great - on the average probably good point for all three courses.
- Not enough seminar crit's - probably good point. Maybe let them have extra NCC seminars for all 3 - S.M. & T.
- Examinations - should be clarified
 - yes/no
 - Graded - yes/no.
 - Feedback / by whom / how
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- Σ ∴ Make clear to NCC students at beginning purpose of school.
- Provide for additional "time in seminars" - their course is 35 U.S. + 50 NCC
 - Question: if exams have desired pay-off here if needed - ORAL?
 - Could entrance reqs be made higher or more rigidly enforced?

PLM:mwb

3 April 1974

MEMORANDUM FOR DISTRIBUTION

Subj: Academic Retreat

Encl: (1) Agenda
(2) Room Assignments

1. The Academic Retreat is scheduled for 16-17 April at the W. Alton Jones Campus of the University of Rhode Island:

Tuesday, 16 April

- 1030 - Convene
 - Opening Remarks - VADM Turner
 - Commence Discussions
- 1200 - Lunch
- 1300 - Resume Discussions
- 1800 - Dinner
- 1900 - Resume Discussions
 - Remain overnight

Wednesday, 17 April

- 0730 - Breakfast
- 0815 - Resume Discussions
- 1130 - Lunch

2. Agenda and room assignments are attached.
3. Transportation by private auto. Bridge tokens provided by Housing and Transportation Office (Mr. Mello).

Campus atmosphere

Domin

Integration

Workload

AGENDA

Discussion Leader

- ✓ 1. Planned curriculum changes in each Academic Department. (A review of the proposed changes for next fiscal year, the rationale behind these changes and any difficulties foreseen in instituting these changes).

PROF Crowl
PROF Rogers
CAPT Kenyon

- ✓ 2. Grading and Examining Techniques. (A review of the difficulties experienced with the current procedures, and presentation of any proposals for refinement or change).

RADM Williams
PROF Crowl
PROF Rogers
CAPT Kenyon

- ✓ 3. International Law in the Curriculum. (A proposal has been prepared by CNW student, COL C.J. Keever, USMC in coordination with PROF Mallison for teaching international law at the Naval War College. This proposal will be presented to point out the salient features of the proposal and to solicit views).

RADM Williams
PROF Mallison

- ✓ 4. Military Profession Study. (Presentation of the conceptual framework for the Military Profession Study and a report on the progress of planning).

CDR Merwin
Keever

5. Cross-Discipline Studies. (Throughout the academic year thought has been given to initiating cross-discipline studies among the Academic Departments. The Cuban Missile Crisis is one event that has been considered suitable for a cross-discipline approach. Chairmen of the Academic Departments are requested to discuss experience and proposals for pursuing cross-discipline studies, focusing on the advantages that are likely to accrue from such an approach.

PROF Crowl
PROF Rogers
CAPT Kenyon

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Discussion Leader

6. Size and Composition of Faculty. (A discussion of the plans for faculty composition, and policy pertaining to faculty recruitment, retention, etc.) RADM Williams
7. Expanding Role of the Center for Continuing Education. (An explanation of the programs now underway to further expand the role of CCE in Officer education and solicitation of ideas for further innovative approaches). COL Taber
8. Continuation of the Naval Command College in the College of Naval Warfare Curriculum. (A discussion of the advantages and problems inherent in integration along with a review of new directions that might be taken for the NCC studies). RADM Williams
CAPT Borgstrom
9. Revised Naval Staff Course Curriculum. (Review and discussion of new approaches currently underway to more closely align the NSC curriculum with the core studies in Strategy, Defense Economics and Decision Making, and Tactics). CAPT Stone
10. Strategy II, Management II, Tactics II and Military Science Degree for a selected few. (Discussion of plans to limit a second student tour at the Naval War College to a very few officers who will undertake continuation of their studies in residence or by correspondence course and which would culminate in award of a Master of Science Degree in Military Affairs.) PROF Crowl
PROF Rogers
CAPT Kenyon
11. New Teaching Techniques. (Review of innovative teaching methods during this academic year, advances and problems, discussion of new ideas that might be considered for use in the next academic year). PROF Crowl
PROF Rogers
CAPT Kenyon

War Gaming

Discussion Leader


12. Coverage in the Curriculum of the Impact of Nuclear Weapons on Strategy. (Do we have adequate coverage in our courses of the impact of nuclear weapons on strategy? If we do, it comes in the Tactics course. Discussion will review the extent to which this subject is covered and a review of possible new approaches).
13. Should we change the names of our courses? (A review of possible changes that might be made to the titles of courses to more accurately reflect their content. For example, National Strategy and Policy? Or, Naval Strategy and Tactics?)
- ✓ 14. Electives Program. (A review of the problems associated with the Electives Program, discussion of criteria for admitting students to the Electives Program, new directions, etc.).
15. Discussion leaders are requested to be prepared to present material appropriate for the agenda items to which they have been assigned, as a means of focusing and stimulating discussion. They are encouraged to circulate in advance any material that might be useful to Retreat participants and to also bring to the Retreat any data that might be useful. An attempt should be made in initial presentations and papers circulated in advance to bring out the main issues involved and questions associated with the issues.
16. All attendees are encouraged to be ready to table ideas that might be useful in any area of Naval War College activities; ideas that need not be associated with agenda items.
17. After the Retreat, attendees are requested to prepare a brief report of the proceedings, setting forth what they think were the important issues and what follow-up actions are necessary.

4. Costs: Lodging and meals arranged for by Naval War College.

5. Participants:

VADM Turner
RADM Williams
PROF Hartmann
PROF Williams
CAPT Nott
PROF Mallison
MR Maestrone
~~COL Slay~~
CAPT Stone

CAPT Borgstrom
PROF Crowl
PROF Rogers
CAPT Kenyon
PROF King
COL Taber
CAPT Henderson
PROF Schwass
CDR Merwin


C.S. WILLIAMS, JR.
Dean of Academics

Distribution:

Retreat Participants
CAPT Dasovich
CDR Langford
LCDR Clark

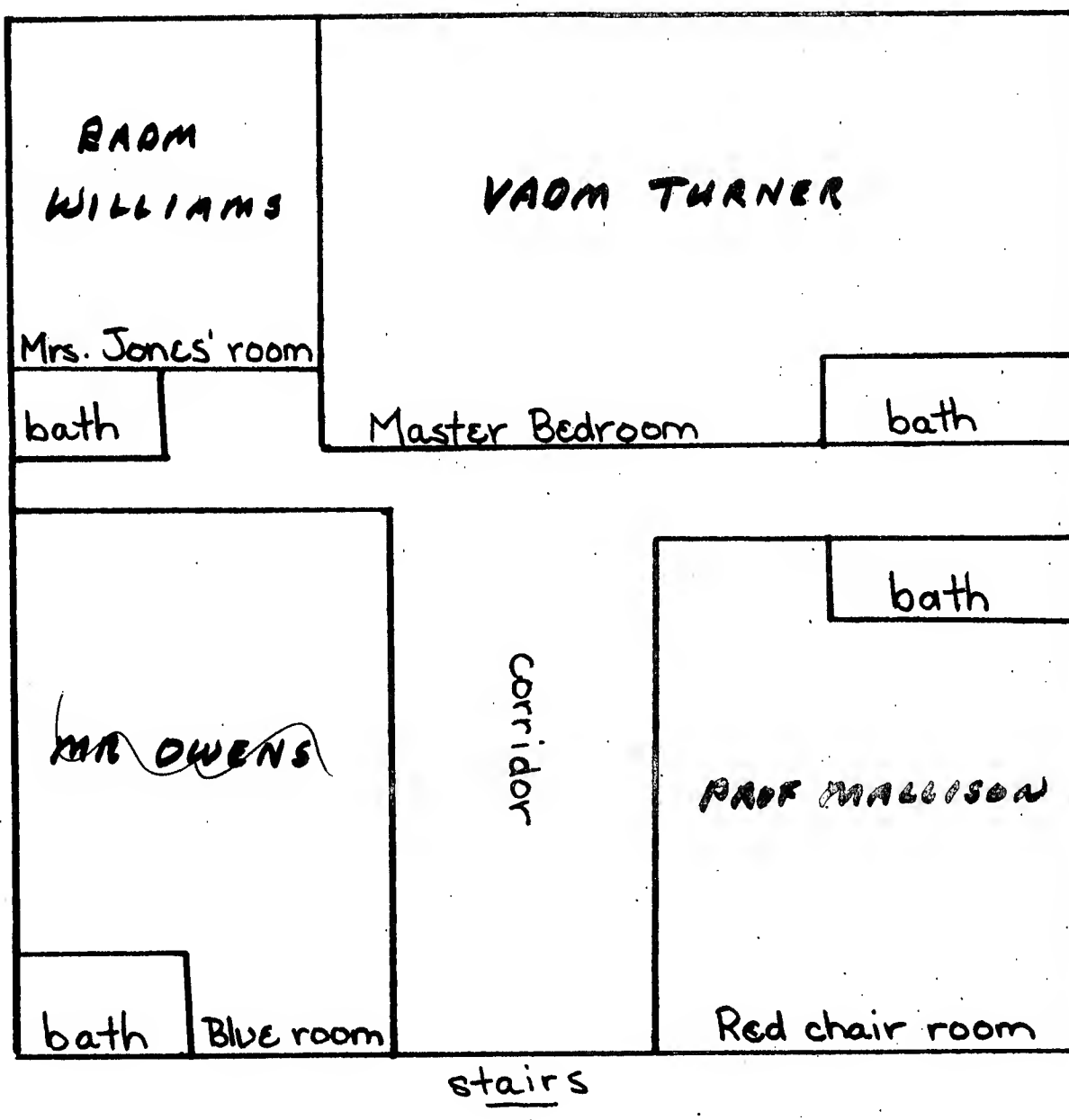
UNIVERSITY OF RHODE ISLAND

Whispering Pines Conference Center
401-397-3361

W. Alton Jones Camp
West Greenwich, R.I. 02876

WHISPERING PINES

second floor - main building



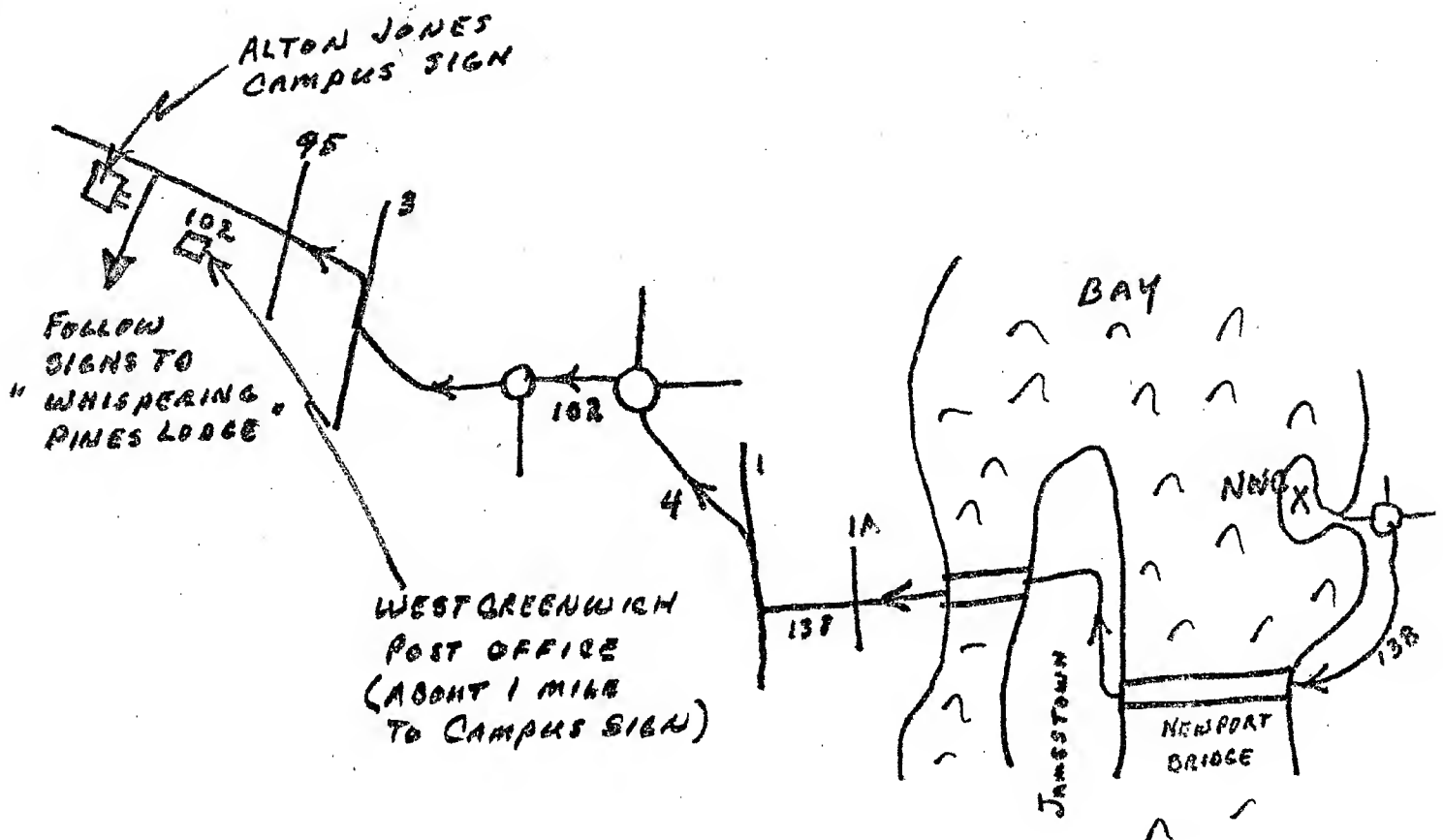
UNIVERSITY OF RHODE ISLAND

Whispering Pines Conference Center
401-397-3361

W. Alton Jones Cam
West Greenwich, R.I. 02

LAUREL LODGE

conference room	
#1. PROF HARTMANN	men office ladies
#3. PROF WILLIAMS PROF KING	#4. MR MAESTRONE COL SLAY
#5. CAPT HENDERSON COL TABOR	#6. CAPT BORGSTROM GDR MERWIN
#7. CAPT NOTT	#8. CAPT KENYON
share bath #9. PROF ROBERTS PROF CROWL	share bath #10. CAPT STONE PROF SCHWASS



11:bnc
14 March 1974

MEMORANDUM FOR DISTRIBUTION

Subj: Academic Retreat

1. An Academic Retreat is scheduled for 16-17 April 1974 and will take place at the W. Alton Jones campus of the University of Rhode Island. The purpose of this memo is to promulgate the names of participants:

VADM Turner
RADM Williams
Mr. Owens
(Brookings Institute)
PROF Mallison
(Prospective Faculty)
PROF Hartmann
CAPT Nott
PROF Williams
COL Slay
CAPT Stone
CAPT Borgstrom

PROF Crowl
PROF Rogers
CAPT Kenyon
PROF King
PROF Schwass
CAPT Henderson
COL Taber
CDR Thibault
CDR Merwin

2. Agenda and procedures will be promulgated separately.
3. CAPT Dasovich is requested to complete site arrangements.

Very respectfully,

P.L. Merwin
P.L. MERWIN
Executive Assistant to
Dean of Academics

Distribution:

Retreat Participants
CAPT Dasovich

C

NAVAL WAR COLLEGE
NEWPORT, RHODE ISLAND

02840


DEPARTMENT OF TACTICS

C/ECK:dmc
4 April 1974

MEMORANDUM FOR THE PRESIDENT

Subj: Memorandum for John Keeley inspired by Si Bunting's
Article

1. There is a large accumulation of ideas here which might be dealt with in a conference suggested by Hugh Nott on Ethics.
2. In fact, it might be called a conference on War and Peace. One session could deal with the problem of when the military man has the right and obligation to disobey his senior. (The Munich trials have a place in this, perhaps.)
3. It seems to me that John Keeley's suggestions would fit as well: the ethics of the various complexes, etc. And, ideology would fit as it dictated morality and ethics.
4. Of course, all of this bears on tactics as it influences training and response.
5. I am very much in favor of any of these ideas over a Military/Media conference which, I think, has run its course. The Media is only a transmitter of ideas and we have been dealing with it as an originator. This year, it is totally absorbed in Watergate, anyhow.
6. Bob Bathurst would be happy to work with John should the lines suggested be adopted.


E. C. KENYON

Copy to:
Phil Cowl
Warren Rogers
John Keeley
Si Bunting

PLM:mwb
9 April 1974


MEMORANDUM FOR ACADEMIC RETREAT PARTICIPANTS

Subj: Academic Retreat Agenda Item 3: International Law in
the Curriculum

Encl: (1) Memorandum on International Law and the NWC Syllabus

1. Colonel Charles J. Keever, USMC, in conjunction with PROF Mallison (prospective Naval War College faculty) has prepared a proposal for the teaching of international law at the Naval War College.

2. Enclosure (1) is provided for use during the Academic Retreat. COL Keever is continuing his efforts to further develop this proposal.


P.L. MERWIN
CDR USN

Distribution:

VADM Turner
RADM Williams
PROF Hartmann
PROF Williams
CAPT Nott
PROF Mallison
MR Maestrone
COL Slay
CAPT Stone
CAPT Borgstrom
PROF Cowl
PROF Rogers
CAPT Kenyon
PROF King
COL Taber
CAPT Henderson
PROF Schwass

3 March 1974

MEMORANDUM ON INTERNATIONAL LAW AND THE NWC SYLLABUS

1. Purpose.

To formulate a concept of teaching international law at the Naval War College during the academic year 1974-1975 for submission to Admiral Turner for his consideration.

2. Background.

The undersigned has been asked to work with the current and the prospective incumbents of the Stockton Chair of International Law in developing a program for teaching international law at NWC next year. On 25 February the undersigned submitted a memorandum to various faculty members on this subject; this memorandum results from the various comments on that original draft.

3. Objective.

To sharpen the judgment of the officers who must make decisions in the international arena by:

a. Improving his awareness of the general nature and structure of international law and of the interplay between international politics and international law (law as a form of ordering emerging out of a political process.)

b. Developing a precise perception of the ways in which and the extent to which international law operates in the international sphere with special emphasis upon its effect upon the formulation of national policy and strategy, and upon military strategy and operations; and of its relation to the problems of the development of ocean transportation and resources.

c. Demonstrating how to use international law in the making of policy decisions and in the execution of military operations.

4. Incorporation into principal curriculum.

Consideration of the role of international law will continue through-out the academic year, being keyed always to the specific case studies forming the nucleus of study in each subcourse. One-half day of instruction (i.e., a major address by the incumbent of the Stockton Chair) would be devoted to international law in each subcourse and seminar essays with appropriate reading assignments incorporating international law considerations would be included during at least two of the case studies for each subcourse.

7
o During the Strategy subcourse, the emphasis would be upon the historical development of international law as it relates to the use of force, keyed particularly to the specific case studies constituting the curriculum for this course. The major address could perhaps come at the beginning of the week when the students are introduced to the strategy of total war (the Napoleonic era). Essay questions could perhaps be included in the same week's work and in the week during which the Cuban Missile Crisis is addressed.

During the Management subcourse, the emphasis would be upon the jus ad bellum, or the principles of international law governing the propriety of using force and how to make use of that body of principles in making policy decisions. The major address could perhaps come prior to the time the students study the German decision to build a capital fleet and the essays could be assigned perhaps during the same case study and during the study again of the Cuban Missile Crisis.

During the Tactics subcourse, the emphasis would be upon the law of the sea and the jus in bello, or the principles of international law touching directly upon the naval operations of vessels during the application of force. The major address could perhaps come during the initial phase of the subcourse, and the essays could be assigned during the sea control study and projection study phases of the course.

5. Ancillary education.

a. Memorandums for students.

✓ (1) It is suggested that the Stockton Chair professor could profitably prepare an introductory letter to each student orienting him on the significance of international law and explaining how the subject will be covered during the course of studies at NWC. This introductory letter could perhaps encourage the student to read a basic generalized book on international law such as Brierly's The Law of Nations or Fenwick's (title to be obtained).

(2) During each week when it is appropriate, the Stockton Chair professor should prepare a brief, concise statement of international law considerations raised by the subject matter under study. These statements will obviously have to be extremely short - and stimulating - or the student will ignore them in the light of their other reading requirements. This device, however, will serve to keep the student officer constantly aware of the fact that international law is a living doctrine that is relevant to many of the matters upon which he will be working during the remainder of his career.

b. Elective courses for the students.

✓ It is suggested that there should be two electives available: one on the Law of the Sea and one on the laws of war.

6. Discussion.

a. It is readily apparent that the foregoing concept will require a great deal of work on the part of the faculty charged with responsibilities in the international law field. If the concept is approved, it is recommended that liaison be effected without delay with various scholars in the field to obtain assistance in preparing the best possible outline of points to be considered in each of the major address suggestions for reading lists and seminar essays, and ideas for the ancillary memorandums. Under the foregoing concept, the international law aspects of the NWC's educational programs should be subject to the approval of each Department Chairman to avoid disrupting the entity of instruction in each major field. This will, of course, require a great deal of liaison and early planning.

b. It should be noted that many of the experts whom the undersigned has consulted appear to be firmly convinced to two things, account of which has not been taken in the foregoing suggestions:

(1) That the typical student officer does not have an adequate knowledge of the basic concepts of international law to make a program such as that recommended practical. For this reason, many have suggested that a "core of instruction" lasting three or four days should be scheduled during which ancillary instructors (preferably qualified judge advocates) would come in to assist in presenting an intensive international law program covering the basic concepts and considerations.

(2) That there should be some rather comprehensive discussion of the Law of the Sea Conference during this particular period - and that the above "core of instruction" could, and should, be developed around this topic.

The approach which would incorporate the above two points has not been recommended only because it would be radically inconsistent with the prevailing concept of education at the Naval War College.

Respectfully submitted,

/s/ Charles J. Keever

Charles J. Keever
Colonel USMC

LCDR JOSEPH MATAIS 210287566

JUSMAG PHILIPPINES

APO SAN FRANCISCO 96528

1 April 1974

President
Naval War College
Newport, Rhode Island 02840

Dear Admiral Turner:

I received your letter of 15 February just recently. No doubt as a consequence of circuitous routing and dearth of fossil fuel. I'll try to respond fairly and frankly regarding the experienced utility of last year's study.

My current position requires the following capabilities:

- a) A familiarity with the Navy Programming process;
- b) An in depth appreciation of the support implications attending weapons systems acquisition;
- c) An appreciation for the development/evolution of force structure;
- d) An ability to vocalize the above skills; and
- e) An appreciation of the interactions of these various areas in the defense scheme.

The program at the Naval War College lined up surprisingly well to these requirements. An additional benefit lies simply in the ascribed status resulting from attendance at a service school. This condition obtains from some officers consideration of service schools as a "sine qua non." Odd that the secondary or cosmetic aspect of attendance should provide so much of a "halo effect."

Admiral, I've been reasonably content with the preparation provided by the course with one substantive area of dissatisfaction; insufficient depth in any study area. In order to scratch that personal itch, I would recommend a period for independent research to students on a selective basis. My class did have a half an opportunity in the 1st quarter's research elective seminar, which proved personally satisfactory.

LCDR JOSEPH MATAIS 210287566

JUSMAG PHILIPPINES


APO SAN FRANCISCO 96528

1 April 1974

Please allow me a final act of self indulgence; a philosophical point of departure. I would recommend that you recognize the latent antipathy between faculty and 10% of the students. Last year, it appeared that inordinate attention and adjustment was made to accommodate that 10%. The sincere cats will dig out the meat of any offering. Any course offering should be directed to addressing these individuals.

Thank you for the opportunity to provide my opinion and observations. Subsequent classes at the Naval War College will certainly benefit from your continuing efforts.

Very respectfully,



J. A. MATAIS
LCDR, SC, USN

E

15 April 1974

Ref: sat
Notebook

MEMORANDUM FOR THE PRESIDENT

Subj: NWC Coverage of the Impact of Nuclear Weapons
on Strategy

Ref: Your Memorandum of 2 April to Williams,
Crowl, and Kenyon

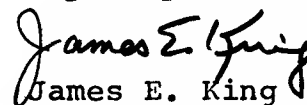
1. At institutions such as the Naval War College the primary focus of the study of strategy should be, in my judgment, the political uses of military force. This clearly is one of the subjects of concern in the Strategy and Policy courses as presently constituted; I dare say it is also one of the concerns of the Tactics courses. Whether it receives central attention and therefore sufficiently explicit treatment is another question to which, I suspect, the answer has to be negative. There is, for example, no lecture explicitly directed at this subject (though the Tactics Department's visiting lecturer on Naval Presence comes close), no explicitly focussed reading assignments (such as Osgood and Tucker, Force and Order), and very little attention to ancillary but essential subjects such as disarmament.

2. By virtually universal agreement the advent of nuclear weapons has profoundly affected (many would say substantially impaired) the political use of military force, notably in relations between the nuclear superpowers but also to an almost equal extent between all powers except very minor ones engaged in strictly local conflicts. The question that should be posed in any study of the impact of nuclear weapons on strategy is: to what extent and in what ways has the introduction of nuclear weapons affected the political utility of military force. Obviously, this question may usefully be subdivided into a number of study topics. For example, it is important to know (if possible) to what extent and in what senses the impact of nuclear weapons on the political utility of military force is fact and to what extent it is fiction -- an impression

or emotional reaction that might be swept away in a different political climate. It should also be useful to inquire whether different judgments on the impact of nuclear weapons on the political utility of military force correspond to different roles played by their holders, and if so to what degree such judgments are role-dependent. For example, is there a characteristic professional military judgment (or set of judgments) on this issue? Are there different judgments that are typical of different parts of the military establishment? Is there an academic view, or are there several identifiable academic views, their differences reflecting disciplinary affiliations or perhaps former or current governmental connections? Is there a Congressional position, or several Congressional positions? If the latter, are the differences reflective of Party affiliations, personal predilections (e.g., hawk vs dove), or committee memberships?

3. I am fully aware that these are highly theoretical questions. I do not believe that it follows, however, that they are questions exclusively for research. It should be possible to introduce them into the Strategy and Tactics courses -- which, without them, seem to me rather like tunnels without endings. It would certainly be possible to present, compare, and contrast presumably authoritative pronouncements on the political utility of military forces under current nuclear conditions from a variety of sources, including Soviet sources. If not worth a week of the college curriculum, the subject is surely worth a good lecture (which, however, has the disadvantage that any related reading would be optional). If the Korean War was worked into the curriculum somehow, and the visiting lecturer was properly selected and briefed, the subject could be covered without being treated as an additional and separate topic. But there are other, possibly better, ways it could be done. Somehow it should be done. I can think of no subject more important, these days, to the thinking of The Compleat Officer -- not even the "Military Profession."

Very respectfully,


James E. King

Director of Advanced Research

Topics

Evaluations

Student - professors

Student - forms

Books

How issued

URI?

No apoligia

War Gaming

Summer program for faculty

Faculty enrichment

H R M program

H R M program

NAVAL WAR COLLEGE
NEWPORT, RHODE ISLAND

OFFICE OF THE PRESIDENT

02840

78 APR 1974

MEMORANDUM TO CHUCK WILLIAMS, PHIL CROWL and GENE KENYON

One issue I would like to discuss at the retreat is whether we have in our course adequate coverage of the impact of nuclear weapons on strategy. If we do, it's largely in the Tactics course. I would appreciate it if Tactics and Strategy would look at this together so they can discuss it thoroughly at the retreat.


for STANSFIELD TURNER

Copy to:

2

Jim King

Take to Retreat

NAVAL WAR COLLEGE
NEWPORT, R. I.

2 APR 1974

_____, 19____

FROM PRESIDENT
MEMORANDUM FOR

01

A couple of new topics for the retreat:

- Should we change the names of our courses any?

Perhaps National Strategy and Policy

Perhaps Naval ~~Strategy~~ *Missions, Forces*
and Tactics

- How are the electives going?
- What should be our criteria for admitting a student to the electives program?

↓
or
Naval Missions and Tactics

David C. Clark
STANSFIELD TURNER

Copy to:
2

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ITEM TO DISCUSS AT THE RETREAT

Should we have the students evaluate professors.

Approved For Release 2003/04/18 : CIA-RDP80B01554R003600200001-4

VADM Turner

PLM:mwb

8 April 1974

MEMORANDUM FOR ACADEMIC RETREAT PARTICIPANTS

Subj: Academic Retreat Agenda Item 14: Electives Program

1. "The Electives Program is designed to offer professional and academic enrichment to the Naval War College students' endeavors. As such it is intended that (it) augment rather than compete with the curriculum. The Electives Program is offered on an optional basis, no credits are awarded nor are students graded and the program will not be highly structured. Faculty members teaching or sponsoring an elective are afforded considerable latitude in organization, methodology, room arrangements, etc. Indeed, faculty members who offer an elective are encouraged to foster an informal atmosphere in their sessions." (NAVWARCOLNOTE 1550, 5 Dec 1973)

2. ENTRANCE REQUIREMENTS

We found during the second trimester Electives Program that some students misinterpreted the entrance requirements* and thought only students with a Superior first trimester grade could enter. The wording in the Electives Directive was carefully chosen so as to clearly delineate entrance qualifications--in fact, several students were asked to read the draft to ensure that none of the Directive would be confusing to students--yet, there apparently was some confusion regarding who could or could not enter the program.

It might be just as simple to announce the Electives Program and open it to anyone wishing to apply--carefully screening applicants to ensure that students having academic difficulties are denied permission to participate.

3. SCHEDULING

The different schedules for the CNW and CNC&S students made it difficult to find "free time" during the school day to teach Electives. Changes in schedule proved especially difficult, particularly when they were made the day the change was to occur.

* open to all students receiving a Superior the previous trimester - and open to all receiving a Pass the previous trimester provided the Dean of Academics approved.

Midway into the second trimester we identified "free" periods for the remainder of the second trimester and for the third trimester and asked each Department to avoid infringing upon these times, if at all possible. Short of actually scheduling periods for Electives, which is very difficult to do, this appears to be a satisfactory compromise solution.

Some Electives teachers had no real difficulty with scheduling and were quite willing to take it upon themselves to work around the core curricula schedule, which was the intent of the loose structuring of the Electives program; one seminar even went so far as to meet at 0730 once a week.

4. TEXTBOOKS/REPRODUCING MATERIAL:

There are some problems associated with ordering textbooks for Electives courses. They fall in the categories of too many ordered, orders placed on very short notice, students failing to pick up textbooks that were ordered, etc. These deficiencies can be overcome as we gain more experience; however, the nature of the Electives Program as now organized does not provide a great deal of time for ordering books.

Purchase of materials for Electives courses was approved on a case-by-case basis with no specific funding support. Since responsibility for administration of the Electives Program has been assigned to the Academic Support Office, it may be worth considering providing adequate funding through that office to cover the necessary purchases.

An extraordinary amount of material was reproduced for some of the Electives courses--perhaps reflecting the widespread illusion of affluence that Xerox machines seem to foster.

5. Despite the difficulties encountered with scheduling, the Electives Program appears to be successful and enjoys popularity among the students. Feedback has been favorable, with several courses identified as outstanding.

6. Some of the issues and questions that may be appropriate for discussion at the Retreat are:

--Does the Electives Program support the core curricula?


--Is it, in ~~fact~~, a professional enrichment program?

--Should it be continued?

--If continued, should classes be formally scheduled?

--Should the majority of Electives teachers be Naval War College faculty?

--Should we try to expand or reduce the scope of the Electives Program?


P.L. MERWIN
CDR USN

Distribution:

VADM Turner
RADM Williams
PROF Hartmann
PROF Williams
CAPT Nott
PROF Mallison
MR Maestrone
COL Slay
CAPT Stone
CAPT Borgstrom
PROF Cowl
PROF Rogers
CAPT Kenyon
PROF King
COL Taber
CAPT Henderson
PROF Schwass

F

NAVAL WAR COLLEGE
NEWPORT, RHODE ISLAND
02840

*Set papers
à la CSF*

12 April 1974

MEMORANDUM FOR THE PRESIDENT, NAVAL WAR COLLEGE

Subj: Proposed Conference Program for AY 1974-75

1. The purpose of this memorandum is to present a Proposed Conference Program for the War College for AY 1974-75.

2. Assumptions:

a. U.S. students from both colleges would attend all conferences. Foreign officers would not attend.

7
b. Conferences and preparatory weeks would be an integral part of each trimester's program. There would be changes in seminar organization either by combining students and or faculty to provide an interdisciplinary mix. There would be a graded essay required from certain students during the preparatory week. Final examinations would include material covered during conferences.

c. Days needed for the conference programs can be absorbed by the respective faculties without impairing present programs of instruction.

d. The case study is the preferred method for developing the conference themes.

3. The following is enclosed at the tabs indicated:

a. TAB A. Summary of proposed conference themes and sub themes, suggested case studies and calendar.

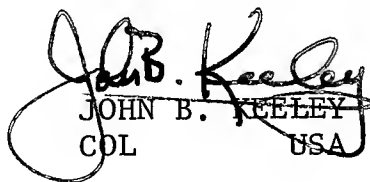
b. TAB B. Proposed Syllabus for the first trimester conference to include readings and essay questions.

c. TAB C. Proposed time breakout for first trimester conference; includes proposed speakers.

d. TAB D. Proposed alternative theme for first trimester conference suggested by CDR Jack Garrow, USN. This proposal recommends a conference based more on the military-media relationship.

4. These proposals have been prepared with the assistance of representatives from each of the faculty departments.

Very respectfully,


JOHN B. KEELEY
COL USA

TAB

PROPOSED CONFERENCE PROGRAM

2 - 11 December

24 March - 2 April

9 - 17 June

1st Trimester

2nd Trimester

3rd Trimester

Conference ThemeMilitary Institutions and
the Policy Process

The Military Profession

The Military and Society

Sub Themes

The Military and Congress

The Changing Functions of
the MilitaryMilitary Values and
Military NecessityThe Military and Foreign
Policy

The Military Ethic

The Tension Between
Society and the MilitaryNo. of Days

2 days

2 days

2 days

Student PreparationSuggested Case
StudiesTFX, Ernest Fitzgerald
Armed Forces School of
MedicineThe Bay of Pigs/The Cuban
Missile Crisis

? ? ? ?

Mylai/LaVallée

MacArthur/Tamm

UCM I

Knox/Porter

The All Volunteer Force
Admiral Zumwalt and the
NavyNo. of Days

6 days

4 days

5 days

The Military and Foreign Policy

A. General: The military play an integral and complex part in the formulation of United States foreign policy. From the provision of officers for the National Security Council Staff, to the assignment of officers to the Department of State, to the preparation of JCS position papers; the military in various ways influence the foreign policy decisions of this country. How significant and useful this influence may be depends upon the perceptions of the President and his advisors as to the value of military advice. It is also equally dependent upon the quality of military advice and the perceptions of the military policy makers as to their responsibilities in the provision of this advice. The interaction of these perceptions, particularly as we move from one Administration to the next, serves to continually redefine the military-policy relationships. The questions and case studies below will illuminate the issues inherent in this complex relationship.

B. Seminar Essays:

1. The Bay of Pigs operation appears to have been doomed to failure from the very outset. To what degree do you feel that the JCS in their advisory capacities were responsible for this dubious venture?

2. Is there any connection between the Bay of Pigs failure and the manner in which the Kennedy Administration subsequently

used military advice? Is this manifested in the manner in which the Cuban Missile Crisis was handled by the Kennedy Administration?

3. Discuss the differences in meaning under international law between "quarantine" and "blockade."

4. To what degree was the Unified Command structure utilized during the conduct of the Cuban "quarantine." What are the implications of the Command and control procedures that were employed?

C. Readings:

Abel, Elie, The Missile Crisis. New York, 1966.

Kennedy, Robert F., 13 Days. 224 pp.

Meyer, Karl E. and Szulc, Tad, The Cuban Invasion. 160 pp.

Alphonse ?

TAB

THE MILITARY AND CONGRESS

A. General:

It is often forgotten in our highly structured government that the basic constitutional authority and fiscal responsibility for the raising and maintenance of the U.S. Armed Forces resides in the Congress of the United States, and thus by derivation from the people.

Often in frustration and impatience the military look with annoyance, and occasionally despair, on this legislature body - almost as if an adversary relation existed, leading from time to time to spirited near confrontations.

Over the years both the Congress through its committee system, and the individual members through expert staff have developed an organizational subsystem for handling military affairs and relations extending from bureaucratic politics to budget cycles. The military, on the other hand, has institutionalized its presence through the functioning of large and influential offices of legislative affairs located on Capitol Hill and sensitized to Congressional opinion and trends.

In effect a system has grown up capable of handling the large day to day interchange between the military and the Congress. However, the process does not end there. To it must be added industrial lobbying efforts, budget and resource pressures and policy and program special pleading. Much of this process is unseen, terribly important and crucial not only to the nature of the relationship, but to the military's success in maintaining an adequate defense posture and influential voice within government.

It is prudent and instructive both to study this involved, complicated model and the conference is structured to help achieve this end as well as to broaden understanding of Congress as an integral and co-equal part of the national decision-making process.

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B. Seminar Essay Questions:

1. Examine and discuss the role of Congress in investigating alleged deficiencies, budget overruns and program reviews with special attention to such recent cases as the C-5A/Fitzgerald incident, the Gordon Rule testimony, and the Safeguard Anti-ABM controversy.
2. Review as a case study the TFX hearings in Congress. Assess the various influences at work within the Congress, the DoD and the industrial community. Evaluate the Congressional role and the military reaction with a view to recommendations for future service procedures in facing a similar or related case.
3. Taking as an example of political action and bureaucratic reaction describe Congressional activity with regard to the loss of flight pay for elements of the aviation community and the subsequent lobbying which took place within the military and on the Hill.
4. Develop a mini-case study treating military-Congressional cooperation in the establishment of a degree chartered Armed Forces School of Medicine.

C. Readings:

1. STOCKFISCH, J.A., Plowshares into Swords, New York, Mason & Lipscomb, 1974, 307 p.
(A contemporary, realistic review of how the defense establishment is managed with relevant sections treating bureaucracy, the money cycle, lobbying and political pressures.)
2. Congressional Hearings covering
 - 1) Ernest Fitzgerald
 - 2) TFX
 - 3) Armed Forces School of Medicine
3. CLOTFELTER, James, The Military in American Politics, New York, Harper & Row, 1973. Read Chapters 1-4; 6-7, 200 p.

(A recent, concise review of the salient points of contact between the military and society including civil-military relations, the Congress, the industrial complex and public opinion.)

4. SARKESIAN, Sam (ed.), The Military-Industrial Complex: A Reassessment, Beverly Hills, Sage, 1972, 340 p. Read pp. 25-52; 167-200; 277-300.
5. AMBROSE, Stephen and BARBER, James, The Military and American Society, New York, The Free Press, 1972, 322 p. Read pp. 3-18; 43-60; 72-88; 299-310.
6. ART, Robert J., The TFX Decision, Boston, Little Brown, 1968. (For general reference.)
7. CLARK, Keith C. and LEGERE, L.J., The President and the Management of National Security, New York, Praeger, 1969. (For general reference.)

D. Speakers:

J. A. Stockfish, author

David Abshire, former Assistant Secretary for Congressional Relations

Michael Harrington, M.C.

Olin Teague, M.C.

Monday 2 Dec	Tuesday 3 Dec	Wednesday 4 Dec	Thursday 5 Dec	Friday 6 Dec	Monday 9 Dec	Tuesday 10 Dec	Wednesday 11 Dec	
R E A D I N G		Seminar & Reading	R E A D I N G	<u>Mil-Cong.</u>	Seminar & Reading	<u>Mil & For Policy</u>	<u>Mil-Cong.</u>	Morning
	Seminar & Reading	Reading		Seminar & Reading	Conf. Prep.	Seminars	Seminars	Afternoon
						Dinner & Panel	Dinner & Panel	Evening

TAB

Monday 2 Dec	Tuesday 3 Dec	Wednesday 4 Dec	Thursday 5 Dec	Friday 6 Dec	Monday 9 Dec	Tuesday 10 Dec	Wednesday 11 Dec	
R E A D I N G	Ernest May <u>Mil & For Policy</u>	Seminar & Reading	R E A D I N G	J. A. Stockfisch <u>Mil-Cong.</u>	Seminar & Reading	Paul Nitze <u>Mil & For Policy</u>	Olin Teague <u>Mil-Cong.</u>	Morning
	Seminar & Reading	Reading		Seminar & Reading	Conf. Prep	Seminars	Seminars	Afternoon
						Dinner & Panel	Dinner & Panel	Evening

TAB

The Military and the Media and Foreign Policy

A. General: There are references to ^{public opinion} ~~the press~~ in Thucydides, in works on Napoleon and Bismarck and on almost all prominent national leaders of modern times. Napoleon, for instance, was allegedly infuriated by the treatment he received in the English Press and Bismarck tried to control the French Press. Certainly in the case of Napoleon the press reports had some effect on his attitude toward Britain and ultimately his policies. As communications have become more pervasive and the news media more free to report, news has become more and more a part of the world scene. Therefore, one must presume that the news media have had, and do have, an effect on the interaction between nations. Note the effectiveness of the Creel Committee during World War I and the activities of the Committee on Public Information in World War II.

Most recently the news coverage of the Vietnam war has had an effect on the attitudes of the American people and ^{on} surely policies concerning the making of war. Television, particularly, has been blamed, or given credit, for the creation of attitudes against the Vietnam War. One must speculate then ^{as} to what will happen in the future when communications technology permits even more pervasive communications between continents and between cultures. How much of an effect will this have on attitudes and ultimately on policy.

The press has played a role in foreign policy, either as direct participants or as reporters of events for many years. Likewise the military has been the strong arm of foreign policy and either directly or indirectly, has contributed to the formulation of policy. It is the relative strength of military forces through history that in many cases caused governments to follow one policy or another.

The military and the media, both involved in some fashion in foreign policy, have clashed and cooperated at different periods of history - note the voluntary censorship of World War I and, more specifically, the holding back of the Bay of Pigs story by the New York Times. And, of course, there have been times when the press has not cooperated. The media and the military have both debated whether or not the press should be a "member of the team" or a non-partisan observer and reporter of events as they relate to foreign affairs.

Therefore, one must conclude that as foreign policies are made, carried out and changed that public opinion, and today world opinion, must be considered a factor.

B. Seminar Essays

1. An historical perspective of how the press has interacted with foreign policy from Thucydides to Vietnam. Consider the press in both peace and war and the various policies of censorship or non-censorship that have obtained.
2. The press as team players or sideline observers/reporters.

Explore the question of whether or not a free press should be a mouthpiece for government in foreign policy and during war time, or whether it should continue its adversary role as it has in domestic affairs.

3. The press in war and the effects of wartime reporting on public opinion and ultimately on policy. Note President Roosevelt's "unconditional surrender" statement.

4. Public opinion as a driver or trailer of foreign policy. Examine whether foreign policy is driven by public opinion and to what degree. Explore this phenomenon over time.

5. The effects on foreign policy of the reporting of military activities overseas. Consider the effects of reporting, for instance, a Sixth Fleet movement toward the Middle East during a crisis in that part of the world. Consider the phenomenon of presence and whether it would be more or less meaningful with or without news reporting.

6. The effects of modern communications on news reporting as it relates to foreign policy. Consider the introduction of the national wire services, the introduction of television and satellite communications and in the future what will happen when more of the world is reachable by direct television broadcast.

7. With the ever-increasing interdependence of nations how does the reporting of heretofore domestic events effect foreign policy. When Mike Wallace can interview the Shah of Iran on television on Sunday and the President of the United

States must react to what is said on Tuesday -- and apologize for rash statements by his energy czar -- then something is happening.

Monday

AM, PM

Reading

Tuesday

AM

Faculty
Lecture
Mil/For. Pol.

PM

Seminar
Mil/For. Pol.

Wednesday

AM

Lecture
Mil/For. Pol.

PM

Seminar
and
Reading

Thursday

AM

Seminar
Media and
For. Pol.

PM

Begin
Mil-Media
Conf.

Friday

M/M Conf.

G

LAST INCREASES

STARTING \$ \$ AS OF 7/1/72

As of 4/10/74

H

NAVAL WAR COLLEGE
Newport, R.I.

NAVWARCOL 1520.2

007:cas

28 August 1973

NAVWARCOL INSTRUCTION 1520.2

From: President, Naval War College

Subj: Examinations and Grading

1. Discussion. Examinations and grading are an important part of the educational process. They have three purposes. First, they enable the institution (in this case the Naval War College) to make a more accurate assessment of student capability and performance. Second, they are equally valuable procedures for the student to measure his own progress and give him a means to know currently where he may be encountering difficulties. Third, it enables the Naval War College Faculty to measure their effectiveness and achievement of their objectives.
2. Policy. It is the policy of the Naval War College that all regular resident students in the College of Naval Warfare and in the College of Naval Command and Staff will be graded for each of the three academic courses. Each such course is the responsibility of one of three academic departments: Strategy, Management, Tactics. The total final grade, therefore, will be the sum of those three departmental grades.
3. Division of Grading Between Courses. In each College the percent of the total final grade reported by each Department will be one-third of the whole grade, even though the courses are not identical in length.
4. Division of Grading in Courses. Each Department will publish in its syllabus a detailed breakdown of how its portion of the total grade will be divided for the course.
5. Types of Grades and Definition of Superior Standing in Courses. One of three grades will be given for each portion of each of the three courses and as a final course grade: Superior, Pass, Inadequate. The specific criteria for achieving a Superior grade will be published in the Department syllabus for the course.
6. Designation as "Distinguished Graduate". Students who have Superior standing in two of three courses and are not graded

NAVWARCOLINST 1520.2
28 August 1973

Inadequate in any course, will be designated "Distinguished Graduate," provided their participation in NMAP is also satisfactory.

7. Examination Procedures. Examinations may be closed book, with a limited time, in an exam room; or they may be take-home exams, with no prescribed time. Each Department will specify in the syllabus and on the front of the exam what stipulations pertain to each exam. In every case, exams will represent the student's individual effort and what a student writes must be in his own words, except that any quotations; where pertinent, must be set off in quotation marks, with the source indicated. These procedures are not meant to preclude or inhibit group discussions before an exam.

8. Examination Evaluation. Examinations will be read and evaluated separately by the faculty member(s) assigned to the seminar group and a grade will be assigned according to the following four criteria: (1) is the stipulated problem addressed and is the answer pertinent?; (2) is the answer logical?; (3) has the answer been supported with the important relevant facts; and (4) is the answer lucid and understandable? In each Department, in order to assure comparability of marking, there will be a second appraisal of all Inadequate, Superior or borderline papers by a review committee before papers are returned to the students. Exams will then be returned with written comments as appropriate. In addition, each student is required to see the exam marker in his office during the week following the return of his examination in order to discuss any aspect of the marking or content of the exam. In any case where the student wishes he may request the Chairman of the appropriate Department to review the paper.

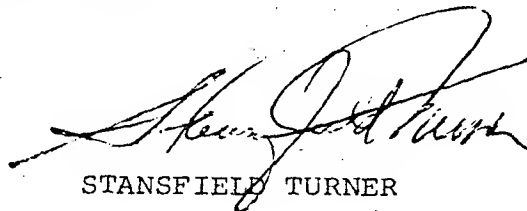
9. Other Written Homework. Written homework assigned will be graded and handled as above except that there will not normally be an expectation of a review procedure.

10. Gradekeeping and Utilization. College Directors will be provided a record of all grades assigned by each Department for each of their students, and will compile the overall results for recommendation as "Distinguished Graduate" where the criteria have been met by the student concerned.

11. Special Grading Requirements. During the Academic Year a small number of students will participate in special activities that require separate grading considerations. As an example, certain students will participate as Assistant Seminar Leaders. Others, a small percentage of the total

NAVWARCOLINST 1520.2
28 August 1973

student body, will be active in the Advanced Research Program. Grading for these students will necessarily have to be administered on a case-by-case basis.



STANSFIELD TURNER

Distribution:
All Faculty/Students/Staff

1

- Objectives of NCC course are not clear to Jackson. In particular the contribution to U.S. The purpose should include allowing them (NCC students) to know thinking of U.S. students. Your scheme puts each NCC in touch with ~35 U.S. stud.
- Handles data poorly, i.e., poor logic
 - 16 years course same i.e. Good
 - Unstated goals = stated goals
 - Faculty poorer now than before
 - Loss due to security
 - etc
- Reading load in STRAT too great - on the average. probably good point for all three courses
- Not enough seminar mtgs. probably good point. Maybe let them have extra NCC seminars for all 3 - S.M. & T.
- Examination - should be clarified
 - yes/no
 - Graded - yes/no
 - Feedback / by whom / how
 - Same test as U.S.
 - Mini U.S. test
 - More time / same time
 - Oral test? also
- Prerequisite question - should NCC students have BS/BA or equiv as prerequisite to coming to NWC?

- Σ ?
- Make clear to NCC students at beginning purpose of school
 - Provide for additional time in seminars - their own - 35 U.S. + 30 NCC
 - Question if exams have desired pay-off here if needed - O.P.P.?
 - Could entrance reqts be made higher or more rigidly enforced?
- There is the problem of the extra from S.M. & T. meet separately with them.

Item 1 - Curriculum Changes

Strategy

Term paper

Nuclear policy Asia

Defense Economics

Too much contemporary historical cases

Speakers

Tactics

Too much current tactics

Speakers

Item 2 - Grading

Strategy - practice exam

Security of exams

Open vs closed

A,B,C,F

School solution answers

Specific instruction

Item 6 - Faculty Enrichment Programs

Item 7 -

3 courses?

TAD adequate test?

Item 8 -

Expunge "integration"

Poor English students withdraw during Strategy?

Item 9 -

How faculty feel on extra work load?

Item 10 -

Not stated properly

What thrust in:

Strategy

Theories/theorists

Contemporary

More cases

Deeper in same cases

Defense Economics

More current data

Write case studies

More quantitative?

Tactics

PS Fleet exercises

Item 12 -

Beavers -

If exert will with nuc's will not survive as a
viable nation

Item 14 -

Electives for Superiors only?

Item 15 - Evaluations

Student forms

Students evaluate professors

Item 16 -

Reserve courses

Want to increase

Item 17 - URI Marine Affairs Program

Continue?

Item 18 - War Gaming Plans

Item 19 - Summer Program for Faculty

Item 20 - Human Resources Program

Item 21 - Non-academic Activities

Spruance

CCL

Foreign lecturer

Research fellows

Item 22 - War College Press

NAVAL WAR COLLEGE
NEWPORT, RHODE ISLAND
02840

PLM:mwb
4 April 1974

MEMORANDUM FOR THE PRESIDENT

Subj: Academic Retreat

1. Phil Crowl makes a strong point that he should be here on campus on the morning of the 16th of April for the opening Strategy lecture and the morning of the 17th for the first Strategy session of the trimester. I agree and, pending your concurrence, have agreed to let him off to meet his commitments. He would join us for the afternoon activities of the 16th. Fred Hartmann, I'm sure, can ably represent Phil during his absence. Additionally, we can juggle the agenda to adjust somewhat to Phil's schedule for those items for which you look to Phil for counsel.

2. Colonel Bob Slay will have to go into the hospital during the 16th and 17th as part of his pre-retirement activities. (I propose we bring CDR Phil Donovan along since he will take-over CNC&S next year when Troy Stone moves in to relieve Bob of CNW.)

Very respectfully
CS
C.S. WILLIAMS, JR.

Ken McConno would be helpful at the retreat but he faces the same problem as do other strategy faculty members. Sorry about this conflict but it was still the only date that had the least interference with overall schedule.

ACDR. Clark

232/dme
8 April 1974

MEMORANDUM FOR DISTRIBUTION

Subj: Academic Retreat Car Pool

1. Captains Nott, Kenyon and Henderson and Commander Donovan have volunteered to drive to the retreat from the Naval War College and return. It is recommended that the following car pools be formed:

CAPT Nott - Driving
PROF Rogers
PROF Crowl

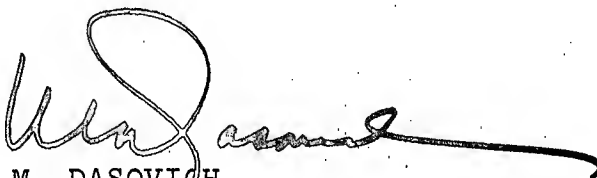
CAPT Kenyon - Driving
Mr. Maestrone
PROF Hartmann

CAPT Henderson - Driving
COL Taber
CAPT Stone
PROF Schwass

CDR Merwin - Driving 01 sedan
RADM Williams
PROF Mallison

CDR Donovan - Driving
CAPT Borgstrom
PROF Williams
PROF King

VADM Turner - (with driver)



M. DASOVICH
Captain, U.S. Navy
Director of Special Events

Distribution:
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